

Teacher(s)	johnLOYD	Subject group and discipline	Design		
Unit title	Looks like what???	MYP year	4	Unit duration (hrs)	20+

<p>Global Context</p> <p><b>Fairness &amp; Development</b></p>  <p>"What are the consequences of our common humanity?"</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p> <p>For more information visit: <a href="http://www.ibo.org">www.ibo.org</a></p>	<p>Global Context</p> <p><b>Personal &amp; Cultural Expression</b></p>  <p>"What is the nature and purpose of creative expression?"</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>For more information visit: <a href="http://www.ibo.org">www.ibo.org</a></p>	<p>Global Context</p> <p><b>Orientation In Space &amp; Time</b></p>  <p>"What is the meaning and when and where?"</p> <p>Students will explore personal histories, homes and journeys; turning points in human history; discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and communities, from personal, local and global perspectives.</p> <p>For more information visit: <a href="http://www.ibo.org">www.ibo.org</a></p>	<p>Global Context</p> <p><b>Globalization &amp; Sustainability</b></p>  <p>"How is everything connected?"</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences make the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.</p> <p>For more information visit: <a href="http://www.ibo.org">www.ibo.org</a></p>	<p>Global Context</p> <p><b>Identities &amp; Relationships</b></p>  <p>"Who am I? Who are we?"</p> <p>Students will explore identity, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p> <p>For more information visit: <a href="http://www.ibo.org">www.ibo.org</a></p>	<p>Global Context</p> <p><b>Scientific &amp; Technical Innovation</b></p>  <p>"How do we understand the world in which we live?"</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p> <p>For more information visit: <a href="http://www.ibo.org">www.ibo.org</a></p> <p>Share</p>
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### Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	Function, Form, innovation, invention	Scientific and technical innovation
Statement of inquiry	Design Situation	
Powerful visual <b>communication</b> can be achieved using the elements of design and effective use of materials.	Your attention as designers are called by Mr. Bernard (our school's MYP Coordinator) to make an effective poster for the school community (students, teachers, parents and staff). In order for the whole school community to be informed about the IB World especially for the middle school, he wants posters that promote aspects of the learner profiles or global contexts or Key concepts. He also wants evidence of creative thinking and sustainability (the clever use of material: recycled paper).	